Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet
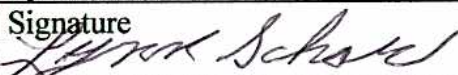
Project Title: **"Continuous Assessment and Evaluation"** Amount of Request: **$75,000**

District Name (Fiscal Agent for Consortiums): **Oneida School District** Number: **351**

Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project

Dist. # or 'P' for Private School	School Name	This school is a targeted school "T" or a partner school "P".	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
351	Malad Elementary	T	YES
351	Stone Elementary	T	YES
351	Malad Middle School	T	YES
351	Malad High School	T	YES
351	Oneida High School	T	YES
			YES NO
			YES NO
			YES NO
			YES NO

By signing below, I certify that we have contacted the charter and private schools in our area about participation in this grant and that we have an approved technology plan on file with the Idaho State Department of Education.

Superintendent Name	E-mail	Telephone
Lynn Schow	scholynn@sd351.k12.id.us	208-766-4701
Signature *Lynn Schow*		
District Technology Coordinator Name	E-mail	Telephone
Terri Sorensen	soreterr@sd351.k12.id.us	208-766-4728
Signature *Terri Sorensen*		11/21/08
Project Director Name (if different than District Technology Coordinator)	E-mail	Telephone
Signature		

Abstract

Oneida School District's mission "Success for Every Student" is the foundation of our proposed technology-infused "Continuous Assessment and Evaluation" project. Our goal is to close academic achievement gaps for Students with Disabilities (SWD), students on 504 plans, and Limited English Proficient (LEP) students and increase academic achievement for all students by improving our student assessment and classroom observation processes.

The district technology needs assessment in combination with spring 2008 Idaho Standards Achievement Test (ISAT) results clearly define a significant need for frequent individualized student assessments for Students with Disabilities (SWD), students on 504 plans, and Limited English Proficient (LEP) students that integrate seamlessly with our current curriculum. Local assessments and performance evaluations, including Direct Math Assessment (DWA), Idaho Reading Indictor (IRI), and classroom observations support these findings. In addition, Oneida School District did not meet the 2008 Annual Yearly Progress (AYP) requirements for math and reading in the "Students with Disabilities" subgroup.

As Oneida School District has implemented our District Continuous Improvement Plan (CIP), we have been using the 3-Tier Model to implement math and reading intervention at the primary, secondary, and tertiary levels to ensure that all students' individual needs are addressed. We have also been involved in a Total Instructional Alignment (TIA) project with a consortium of schools in southeastern Idaho aimed at assuring our classroom instruction is aligned to state standards. The "Continuous Assessment and Evaluation" project allows Oneida School District to move forward by providing teachers frequent access to sound assessment strategies that promote more active involvement of students in their own learning and creating an atmosphere where classroom observations support the learning process by providing a clear, objective picture of what is happening in the classroom.

According to the Oneida School District #351 Technology Plan, *"The mission of Oneida School District is to prepare our students to be contributing members in a society that interacts globally on a daily basis. We will prepare our students for this role by introducing them to technology as they complete instructional tasks..."* Throughout this project, we will focus on helping students meet this goal. In addition, we will focus on the following Continuous District Improvement Plan Goals: #3— *Integrate technology to enhance the curricula of math, science, language arts, and reading;* and #4— *Increase academic performance on statewide assessments.*

To meet these goals, Oneida School District has carefully selected scientifically research-based programs that combine data-driven decision making with best practices. The objective, timely, and accurate student data provided by these programs will help educators make informed data-driven decisions at the classroom, building, and district levels. Our strategic plan is aimed at making technology integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize and improve the learning process. Improved student assessment strategies and teacher evaluation processes will combine with current practices to ensure all students, especially those in our special education and ISAT remediation classrooms, meet State academic performance standards, increase their technology literacy, and improve their over-all educational experience.

Educational Need

Oneida School District #351, a small, rural district located in southeastern Idaho serves approximately 875 students grades K – 12. The following tables show our ethnicity and special program enrollments.
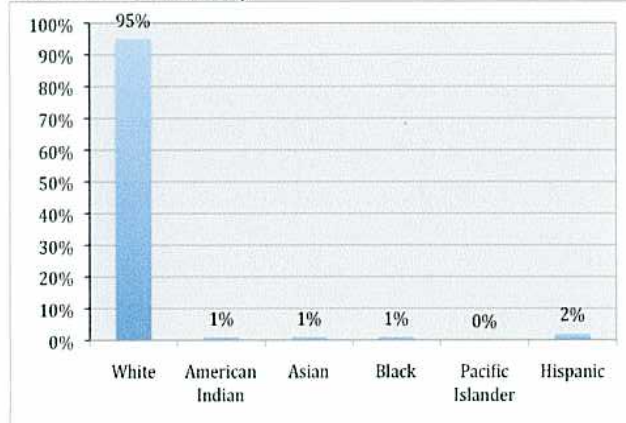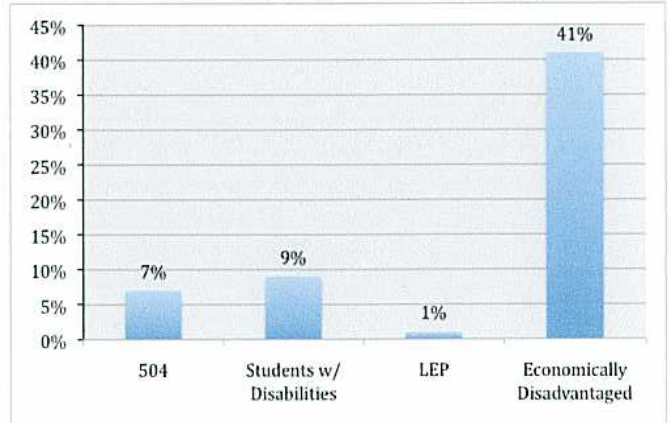
Table 1 – Ethnicity

Table 2 – Special Program Enrollments

Our District Technology Committee completes a yearly program review and needs assessment to determine where to allocate funding for technology throughout our district. Oneida School District is currently in "School Improvement Year 2" for not making Adequate Yearly Progress (AYP) in Students with Disabilities (SWD) reading and math subgroups. Malad Middle School is on "Alert" status for economically disadvantaged reading proficiency. Our review of ISAT reading scores for the past three years has shown overall district reading and math proficiencies to be at or above state averages and well above required state proficiency levels. Reading interventions with Tier 2 and 3 students have improved reading scores but SWD scores are still well below the overall state and district averages. Our review of ISAT math scores for the past three years has shown overall district proficiencies to be within 4% of state averages, however the SWD subgroup remains well below district and state averages and was 9% below the state average for SWD in the spring of 2008. This fact, and the fact that Limited English Proficient (LEP) and 504 district subgroups are also much lower than state average proficiencies is a great concern to our District Continuous Improvement Planning Committee.
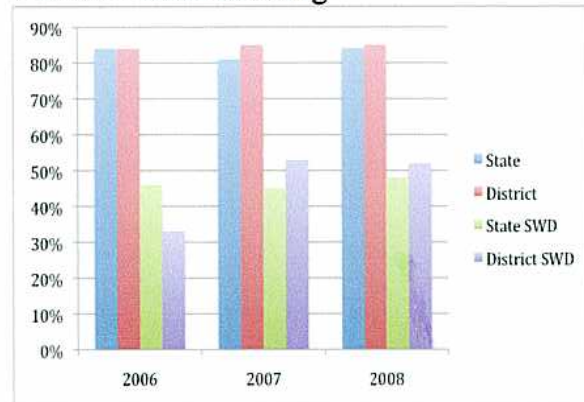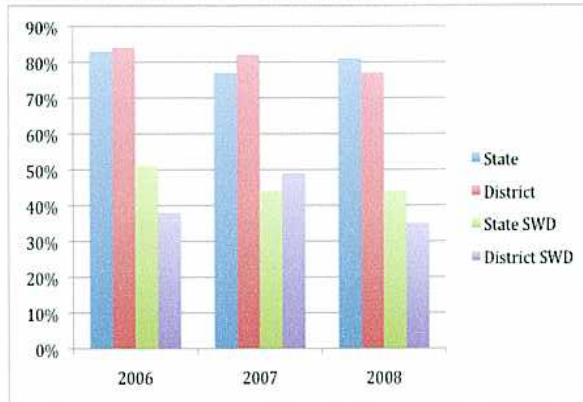
Table 3 – ISAT Reading

Table 4 – ISAT Mathematics

Direct Math Assessment (DMA) and Idaho Reading Indicator (IRI) data correlates with the ISAT findings. Table 5 shows little improvement in SWD eighth grade DMA scores in the past three years. Table 6 indicates at large drop in district SWD benchmark scores over the past three years. Overall the achievement gaps for special program students are not decreasing.

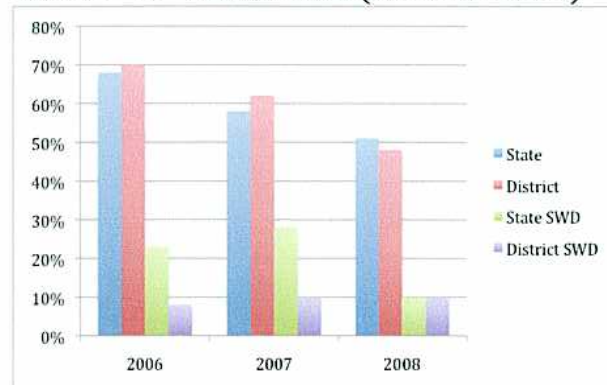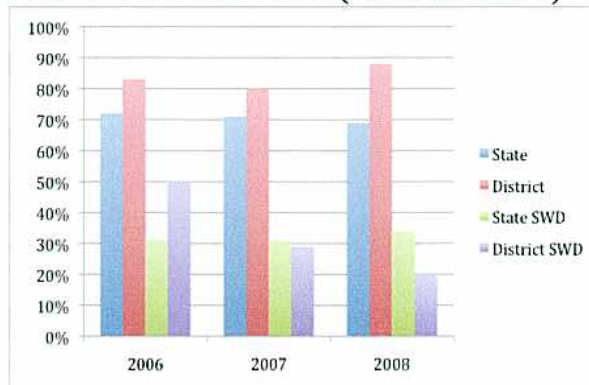Table 5 – 8Th Grade DMA (At Grade Level)   Table 6 – IRI Benchmark (At Grade Level)

Oneida School District has implemented an intensive ISAT math intervention program over the past three years to assist students in mastering state standards and reaching ISAT proficiency. Using the 3-Tier Model, schools have identified students in need of intervention and allocated time, materials, and teachers to remediate students in Tier 2 and Tier 3. District-wide over 90 percent of special education, 504, and LEP students are receiving reading or math intervention within our remediation or special education classrooms. Using test data, teacher surveys, and classroom observations, the District Continuous Improvement Planning Committee found a need for continuous standards-based assessments to determine what students have learned and what they still need to learn in order to meet learning goals.

An objective in our high school strategic plan is *"all students will complete algebra one before graduation"*. We have not been able to reach this goal. 14 percent spring 2006 graduates did not complete algebra one. In the 2009 graduating class, 75 percent of SWD are not on track to complete algebra one. As high school reform is implemented in the next few years, effective assessment strategies will assist in the placement of students in proper math sequences.

After completing the annual needs assessment, our district placed priority on providing teachers continual access to scientifically based assessments aligned to state standards and providing instructional leaders with a technology-based classroom observation method to assist in the collection and analysis of instructional data. According to Rettig et al. (2003), "High-stakes state test results often provide too little information to help improve student achievement and these high-stakes assessments by themselves have little impact on individual students". Educational leaders and teachers need accurate, detailed, and regular information about which students are mastering intended learning outcomes in the curriculum. Instructional leaders need accurate data to direct coaching efforts, provide focused professional development opportunities, and suggest professional learning for the whole school. The committee evaluated several programs and selected PLATO Test Packs with Prescriptions and Teachscape Classroom Walkthrough Software. These programs will meet both the needs detailed in the annual assessment and NCLB scientifically research-based requirements.

Local Project Detail

One goal of our District Improvement Plan is to increase academic performance on statewide assessments. Integral to meeting that goal is the implementation of the "Continuous Assessment and Evaluation" project, which is designed to increase the number of Tier two (secondary) and Tier three (tertiary) students scoring proficient on the reading and math ISAT by 25 percent on the spring 2010 ISAT test. The District Continuous Improvement Planning Committee will measure the success of this goal as they evaluate the spring 2010 ISAT results.

Objective #1: 100% of math remediation and special education classrooms in Oneida School District will integrate continuous standards-based assessment into their curriculum and 100% of district administrators will implement classroom walkthrough observations.

#	Action Strategy	Target Date	Means of Evaluation
1	Create an implementation team comprised of technology staff, building administrators, and remediation, special education, and regular classroom math instructors.	February 2009	Meeting minutes presented to the District Technology Committee
2	Meet with Implementation Consultant to create an exact timeline for implementation of the project. The timeline will include product purchases, professional development, and on-going technical and instructional support.	March 2009	Implementation Timeline for process presented to the District Technology Committee
3	Purchase and install district student server, computers for all remediation classrooms, and PDAs for district administrators.	March and April 2009	Products purchased and installed
4	Team will continue to meet as needed to oversee the implementation of the project, create evaluation instruments, collect and analyze data, and plan for project continuation.	On-going	Minutes and data presented to the District Technology Committee

Objective #2: 100% of reading and math remediation and special education instructors and district administrators will receive professional development on implementing standards-based assessments into their curriculum, using assessment information to make data-driven instructional decisions, and using classroom walkthrough observations to guide best practices in the classroom.

#	Action Strategy	Target Date	Means of Evaluation
1	Select technology support staff, remediation instructors, special education teachers, and administrators from each building to receive training on software and equipment.	March 2009	Training timeline presented to Technology Committee

#	Action Strategy	Target Date	Means of Evaluation
2	Send two people to Boise for the evaluation in-service to receive training on designing assessment instruments and reporting data.	March or April 2009	Attendance and creation of instruments
3	Plan three days of on-site training for technology staff, remediation, and special education instructors. Two days will focus on integrating standards-based assessments into classroom instruction. One day will center on using best teaching practices. Plan two days of on-site training for administrators on implementing classroom walk-through practices.	May 2009	Trainers will provide participants with evaluation instruments and share those with our team
4	Technology support staff in each building will provide continued assistance to teachers as they implement the project in the 2009-2010 school year. Continual technical and consulting services for Technology support staff.	2009-2010 school year	Support staff records of time allocated to assisting teachers with project implementation and logs of teacher usage

Objective #3: Improve Tier 1 and Tier 2 student academic achievement in reading and mathematics through increased use of technology.

#	Action Strategy	Target Date	Means of Evaluation
1	Teachers will frequently check student progress against state standards with PLATO Test Packs with Prescriptions. Students will receive feedback immediately after they complete assessments.	2009-2010 school year	School-level as well as district-level administrators will review data generated by the software at the student level to ensure consistent implementation of the assessment programs and development of personalized remediation plans for every student. Analysis of ISAT, IRI, DMA, classroom assessments, and placement data will also be used.
2	Students will receive personalized remediation plans or prescriptions from PLATO Test Packs. Teachers and administrators will analyze progress and needs with comprehensive reporting.	2009-2010 school year	
3	Administrators will use classroom walk-throughs to develop a clear, objective picture of what is happening in the classroom, establish standards for practice, guide professional learning, support reflective dialogue, and develop best practices among faculty. Instructional leaders will use classroom walk-through data to guide professional development opportunities for their building.	2009-2010 school year	

Sustainability

In an evaluation of the Oneida School District Technology Plan by Dr. Gerald D. Nunn, Ph.D., it was recommended, *"The district should continue to work with developing the technology skills and competencies of their teachers since these skills are foundations in which integration of technology into the instructional/learning process will occur."* Professional development is the key to the success of the "Continuous Assessment and Evaluation" project and for the continuation of the best practices learned from this project for many years to come. Dr. Nunn continued by stating, *"The district should continue to its exciting work in bringing professional level training to their schools for their teachers and students to learn state-of-the-art technology principles and skills"*. This project will provide teachers and students with research-based technology practices that will continue to support student learning long after the implementation period.

On-going, sustained professional development assists educators in integrating technology with instruction to address individual needs and ultimately increase student achievement. The assessment and classroom observation programs detailed in this proposal include ongoing, interactive professional development through regular conference calls and unlimited access to implementation specialists via e-mail and telephone. The specialists will guide staff through the initial software installation, program sequencing, strategies to improve implementation, and using the data and reports to target instruction and address individual needs. This ongoing relationship between staff and specialists helps ensure success in coming years as technology is updated and refined. The teacher and administrator training will have a long lasting effect on integration of technology into the classroom and will fit with continuing district technology projects.

When the sub-grant period ends, the "Continuous Assessment and Evaluation" project will continue because of Oneida School District's commitment to the mission statement of the Technology Planning Committee that states, *"The mission of Oneida School District is to prepare our students to be contributing members in a society that interacts globally on a daily basis. We will prepare our students for this role by introducing them to technology as they complete instructional tasks…"* Oneida School District will continue to work on providing teachers and students with the needed technology to accomplish this goal. The District will continue to maintain the newly acquired software and equipment using ICTL funds and district technology staff who are dedicated to the upkeep and upgrading of technology equipment.

This project aligns with our district's technology plan as it provides students and teachers more access to technology for use with this project and existing technology programs. The professional development activities will assist teachers in improving student academic achievement and technology literacy of students. This project will improve the capacity and increase the ability of teacher to integrate technology into instruction. The District Technology Committee has committed to fund annual program fees with district ICTL funds. Technology support staff in each building will be included in the professional development activities and will coordinate with the specialists to provide teachers with an on-going support system not only during the implementation process but also well into the future.

Budget Narrative

#1 PLATO Stratacache Server installed.
Total Cost = $6,700.00

#2 PLATO Test Packs with Prescriptions for two years:
      (a) Elementary School - $4,590 for two years
      (b) Middle School - $4,590 for two years
      (c) High School - $4,590 for two years
Total Cost = $13,770.00

#3 PDAs for Building Administrators
Total Cost = $1,600.00

#4 TeachScape Classroom Walk-through Subscriptions for two years
Total Cost = $2,600.00

#5 Administration and evaluation costs associated with administering the project and implementing the evaluation process:
Total Cost = $3,000.00

#6 Dell Optiplex 360 computers for each remediation and special education classroom in our district to allow for frequent standards-based assessments in the classrooms.
Total Cost = $28,580.00

#7 Professional Development
      (a) Three full days of on-site training on implementing PLATO Test Packs with Prescriptions into the classroom and best teaching practices: $5,400.00
      (b) Two days of on-site training for administrators on TeachScape Classroom Walk-through software: $2,050.00
      (c) Stipends for technology support staff in each building to implement and support technology based programs during the summer and 2009-2010 school year: $4,800.00
      (d) Stipends for remediation and special education instructors in each building to compensate for additional time spent implementing the Renaissance Math products into their classroom: $6,000.00
      (e) Travel expenses for a two-person team to travel to Boise in March or April for a one-day evaluation in-service: $500.00
Total Cost = $18,750.00

Enhancing Education Through Technology (EETT) Expenditure Plan
(Standard IFARMS Budget Format)

Activity (Please Number)	100 Salaries	200 Benefits	300 Contractual Agreements	400 Materials & Supplies	500 Capital Objects	TOTAL
(1) PLATO Stratacache Server					$ 6,700.00	$ 6,700.00
(2) PLATO Test Pack Licenses for Two Years			$ 13,770.00			$13,770.00
(3) PDAs for Administrators					$ 1,600.00	$ 1,600.00
(4) TeachScape Classroom Walk-through Subscriptions for Two years					$ 2,600.00	$ 2,600.00
(5) Grant Administration and Evaluation Processes	$ 3,000.00					$ 3,000.00
(6) Dell Optiplex 360 Classroom Computers → *how many?*					$28,580.00	$28,580.00
(7) Professional Development (a) PLATO Test Packs (b) Class Walk-Throughs (c) Support Stipends (d) Teacher Stipends (e) Evaluation In-service	$ 5,400.00 $ 2,050.00 $ 4,800.00 $ 6,000.00	*18,250*		$ 500.00	*= 18,750*	$ 5,400.00 $ 2,050.00 $ 4,800.00 $ 6,000.00 $ 500.00
TOTAL	$21,250.00		$13,770.00	$ 500.00	$39,480.00	$75,000.00